

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Food Smarts Workshop: Adult 6 week, 90 minutes—*Week 4 – Understanding Labels and Ingredients*

☐ Educator Self-Assessment ☐ Supervisor Assessment ☐ Fidelity Team Assessment

Educator(s) Name (s): _____ Sub-Contractor: _____

Region: _____ County: _____ Date of Lesson: _____

Start Time: _____ End Time: _____

Program Setting (classroom/grade, food bank, clinic etc.): _____

Your review about this session is important. Your description of how the lesson was taught, in relation to the written curriculum, will help us strengthen our program. Please consider each part of the lesson below and indicate if you presented it using yes or no in the space provided. If no, details about why and how you adapted the lesson are important to continuous program improvement. Please complete the assessment tool by the end of the next working day from when lesson was taught.

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
Welcome, Taste Test and SMART Goal Check-in	Yes	No	Comments and/or Changes
Welcome participants. • Attendance			
Taste Test At the beginning of the class, provide bite-sized sample portions of your taste test item (See <i>Tate Test Combination Suggestions p. 120</i>).			
Ask participants to eat slowly and not comment on the food immediately, but rather observe it using their senses: • Sight: What color is the food? Does it look appealing? Can you tell what it is? • Smell: What does it smell like? • Touch: What is the temperature like? Is the food soft or hard? Wet or dry? • Sound: Does it make a sound when you eat it? • Taste: Does it remind you of any other foods? How would you describe the taste? Does the taste change as it's in your mouth?			
Once everyone has had a chance to try the item, invite students to share their observations.			
Additional information: • Spring: greens: spinach, chard, dandelion, different varieties of lettuce, asparagus			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<ul style="list-style-type: none"> • Summer: berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries. • Fall: pumpkin, squashes, apples, pears, grapes • Winter: citrus fruits: clementine's, mandarins, Satsuma's, persimmons: fuyu and ripe hachiya, pomegranates, berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries. • Year-round: milks: skim, low-fat, whole, soy, rice, and almond beverages, nuts: raw almonds, cashews. 			
<ul style="list-style-type: none"> • SMART goal check-in, record on Goal Tracker found on Workbook p. 11. 			
Time Goal: 10 minutes			
Topic 1 - Food Labels – Nutrition Facts	Yes	No	Comments and/or Changes
<p>Outcomes:</p> <ul style="list-style-type: none"> • Students locate and identify different parts of a nutrition label. • Students develop criteria for determining whether a particular packaged food is a healthy choice for their family. 			
<p>Tell students:</p> <ul style="list-style-type: none"> • Learning how to read the nutrition facts label is essential to being a smart and healthy shopper. It presents a lot of information and every food is required to display the same format so you can compare easily. 			
<p>Use workbook p. 56-57 to have a facilitated discussion including the following:</p> <p><i>Serving size</i></p> <ul style="list-style-type: none"> • Ask students to find the "serving size" on the nutrition label. • Explain the definition of serving size; the nutritional information on the label is all based on this measurement of the food product called serving size. • Example: ¼ cup is the serving size of this product. All the other information (the amount of sugars, fat, calories, etc.) corresponds to this amount of food. • Ask: Does this seem like a reasonable serving size? If you were to eat this food, how many serving sizes would you eat at one time? 			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<p>Calories</p> <ul style="list-style-type: none"> • Ask students to find “calories” on the nutrition facts label. • Calories are a measurement of energy that can be used when eating a food product. Eating too many calories per day is linked to both overweight/obesity and chronic diseases, such as type 2 diabetes and heart disease. • We need approximately 2,000 calories per day, but the total depends on various factors such as age and gender. <p>Sodium</p> <ul style="list-style-type: none"> • Ask students to find “sodium” on the nutrition label. • Limit sodium intake to <2,300 mg/day (no hypertension), <1500 mg/day (with hypertension) • Eating too much sodium may increase risk for chronic disease. • Ask: What are some foods you eat that are high in sodium? Do you routinely salt your food? <p>Ingredient List</p> <ul style="list-style-type: none"> • Ask students to find the “ingredient list” on the food product. • The first ingredient listed is the most abundant. • Example: Tell students that if sugar is the first ingredient, then the product is probably not healthy. Tell students we should look for “whole wheat” or another whole grain to be first on the list to ensure the product is made without refined flours. “Wheat flour” does not mean “whole wheat.” <p>Saturated Fats and Trans Fats</p> <ul style="list-style-type: none"> • Ask students to identify “saturated fat” on the nutrition label. • Aim for foods that are close to 5% or less. • Eating too much saturated fat may increase risk for chronic disease. • Many times the nutrition label will show “0 g” for Trans Fat, but you will notice “partially hydrogenated corn oil” (or similar) in the ingredient list. This means that for a single serving size, there is less than 1 g. It does not mean there are no trans fat in the product. 			
Time Goal: 20 minutes			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
Topic 2 - Food Label Scavenger Hunt	Yes	No	Comments and/or Changes
Outcome: <ul style="list-style-type: none"> Students learn how to read a food label and pick the product that is healthier. 			
Go over the basics of a nutrition facts label (to the level of detail that is appropriate) Use the handouts to help. Serving size will be covered in more depth during a later session, but be sure to use this as an opportunity to introduce the topic.			
Provide directions from the scavenger hunt workbook p. 60. <ul style="list-style-type: none"> Ask, what do you look for on a food label? Look at two labels for similar products. Goal: Learn how to read the food label and pick the product that is better for your body. Instructions: Pass out two nutrition labels. Complete the questions in the handout by comparing the two nutrition labels, then circle Label A or B. 			
Follow-up Questions: <ul style="list-style-type: none"> How can food labels help us decide which foods to buy? Are food labels confusing? What kind of information is important for you to look for on a food label? What kind of food do you think the sample labels come from (granola bars)? Which would you choose? 			
Time Goal: 10 minutes			
Topic 3 - Don't call Me Sugar	Yes	No	Comments and/or Changes
Outcomes: <ul style="list-style-type: none"> Students identify foods high in added sugar by recognizing the names of different types of sugar. 			
Tell students about the following additional information: <ul style="list-style-type: none"> <i>Deciphering Labels.</i> It can be confusing to try to find out how much added sugar a food contains. The sugar listed on a Nutrition Facts label lumps all sugars together, including naturally-occurring milk and fruit sugars, which can be deceiving. This explains why, according to the label, one cup of milk has 11 grams of sugar even though it doesn't contain any sugar "added" to it. 			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<ul style="list-style-type: none"> • <i>Read the ingredients list.</i> Learn to identify terms that mean sugar, including sugar, white sugar, brown sugar, confectioner's sugar, corn syrup, dextrin, honey, invert sugar, maple syrup, raw sugar, beet sugar, cane sugar, corn sweeteners, evaporated cane juice, high fructose corn syrup, malt, molasses, turbinado sugar, sorbitol, aspartame, dextrose, sweetener, glucose, saccharin, fructose, maltose, nutrasweet, and lactose. 			
Have students complete the "Sugar Word Search" on workbook p. 51.			
Have each student read three labels, listing all the forms of sugar found in each food.			
Discussion Questions: <ul style="list-style-type: none"> • Why is having different names for sugar confusing? • What are some examples of food that have naturally-occurring sugars? 			
Time Goal: 5 minutes			
Topic 4 <i>***Pick one of the following***</i>			
Outcomes: <ul style="list-style-type: none"> • Students define other words and labels on food packages such as "natural," "organic," and "free-range." 			
Option 1: Food Labels—Ingredient Lists	Yes	No	Comments and/or Changes
Point out that on a packaged food, ingredients are listed in the order of quantity. If the first ingredient is sugar and the second is oats, for example, the product has more sugar than oats.			
Also point out that fresh fruits and vegetables often have no ingredients labels because they only have one ingredient!			
Together, read the ingredients explanations provided in the workbook p. 58-59.			
If students brought in packages, ask them to look for any of these items on the ingredients lists.			
Have them circle any items on the list that they would like to avoid in the future.			
Discussion Questions: <ul style="list-style-type: none"> • Are there any ingredients you look for in packaged foods? • Are there any ingredients you avoid? 			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<ul style="list-style-type: none"> Look at the list, are there any ingredients that surprise you? Any that are more helpful or harmful than you thought? 			
Option 2: Decoding Food Labels	Yes	No	Comments and/or Changes
In preparation, ask students to name or write down any confusing or unknown words they've seen on food labels. Ideally this could be started at the end of the previous workshop session and continued throughout the week as students encounter labels in everyday life.			
Read the boxed nutrition words on workbook p. 12-13 first, taking time to answer questions and clarify.			
Explore the other terms—as well as ones students named in preparation for the activity—as time allows.			
Discussion Questions: <ul style="list-style-type: none"> What words do you look for on a nutrition label? What terms do you think are helpful on a label? Which do you think cause confusion for people? What words will you look for in the future? 			
Time Goal: 15 minutes			
Recipe Demonstration or Activity	Yes	No	Comments and/or Changes
Conduct food demonstration or activity using lesson appropriate recipe. <i>*Record recipe used in comment section.</i>			
Ask closing question: <ul style="list-style-type: none"> What do you look for on the packages when you are shopping? 			
Time Goal: 30 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies -Optional: Used additional handouts from list on p. 32. Write title in comment section.			

Please respond to the following questions. It's important we know the successes and challenges of the lessons you teach.

1. What went well?

2. What challenges did you have?

3. What timing issues did you face?

4. Other (Please add any other remarks or feedback you have)

Please contact Maggie Grate at maggie.grate@WSU.edu or at 253-445-4529 if you have any questions about the completion of this form.

March 13, 19